DOCUMENT RESUME

ED 374 880 JC 940 589

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TITLE First Academic Year Progress of Summer 1993 High-Risk Students in the Fresh Start Program as Compared to Similar Students Who Entered Gainesville College during the Fall of 1990.
PUB DATE 94
NOTE 32p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *College Outcomes Assessment; Community Colleges; *Developmental Programs; Grade Point Average; *High Risk Students; *Program Effectiveness; *Remedial Programs; School Holding Power; Two Year Colleges
IDENTIFIERS Gainesville College GA

ABSTRACT

The Fresh Start (FS) program was initiated at Gainesville College (GC), in Georgia, to target at-risk students and improve their overall academic performance and retention. The program provides immediate placement of students into remedial classes, academic support services, intrusive counseling, and long-term computerized tracking to assess student outcomes. A study was conducted to track academic outcomes for one academic year and determine any differences for the 68 FS students who entered in summer 1993 and 233 similarly at-risk students who started in fall 1990. Results of the analysis included the following: (1) while the two sample groups were similar for most characteristics, 50% of the 1990 sample were female, compared to 59% of the FS sample; (2) the FS group had more remedial education needs upon entering than the 1990 sample; (3) after one year, the FS students had an average grade point average of 2.22, compared to 1.70 for the 1990 students, while 19% (n=13) of the FS and 21% (n=49) of the 1990 group were candidates for academic probation; (4) 79% of the 1990 group returned for the subsequent quarter, while 69% of the FS students did; and (5) for both groups, less than 7% of the students who attempted academic credit courses received "A's," overall pass rates in the humanities were 11% better for FS students than the 1990 group. The results suggested that the FS program, as implemented, resulted in overall better academic outcomes for at-risk students. (KP)

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First Academic Year Progress of Summer 1993 High-Risk Students in the Fresh Start Program as compared to Similar Students who Entered Gainesville College during the Fall of 1990

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First Academic Year Progress of Summer 1993 High-Risk Students in the Fresh Start Program as compared to Similar Students who Entered Gainesville College during the Fall of 1990[1]

Dr. Hamilton, Fall 1994

Abstract

Through their open-door policy, many two-year colleges attempt to provide access and opportunity to almost every applicant, while maintaining academic standards that allow students to successfully compete at a senior college or university to which they might transfer. This results in a difficult journey for faculty and administrators when dealing with those students who enter without adequate precollege preparation and in need of extensive remediation. A variety of programs have sprung up around the country to boost the performance outcomes of at-risk students who begin college in developmental courses. Gainesville College recently initiated a program called Fresh Start to specifically target the most at-risk students entering the college and attempt to better meet their needs, while increasing their overall academic performance and retention. The program provides immediate placement of students into remedial classes upon starting, academic support services, intrusive counseling, and long-term computerized tracking to gather data related to student outcomes to assess the program. One of the keystones of the program is a required orientation course. The Fresh Start program begins during the summer. Students who elect not to participate in the summer program must defer their enrollment to the winter quarter. Given this backdrop, the purpose of the study is twofold: (1) assess the progress of high-risk students as defined by Fresh Start criteria, and (2) determine whether selected academic outcomes are more favorable after one academic year for Fresh Start students who entered during the summer of 1993 as compared to students who started during the fall of 1990 having similar Developmental Studies (DS) and/or College Preparatory Curriculum (CPC) needs. In addition to demographic characteristics, several outcomes of the educational experience of each cohort were determined for the *designated study periods only*. As compared to the students who began during the fall of 1990, Fresh Start students have higher GPA's, similar numbers of earned academic credits, higher completion ratios, higher persistence levels by end of their second quarter of enrollment after starting, higher overall pass rates in selected core curriculum courses, higher developmental studies completion rates, and similar completion rates in CPC make-up courses. Data indicate that the Fresh Start program contributes to the academic success of students and helps give them a reasonably good start in college.

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[1]Special thanks to Dr. Kathy Fuller, Dee Fuller, and Doyle Webb for their critical review of this manuscript and to Dr. Foster Watkins for his continued interest in data-gathering and analysis in the decision-making process.

First Academic Year Progress of Summer 1993 High-Risk Students in the Fresh Start Program as compared to Similar Students who Entered Gainesville College during the Fall of 1990

Dr. Hamilton, Fall 1994

Introduction

Through their open-door policy, many two-year colleges attempt to provide access and opportunity to almost every applicant, while maintaining academic standards that allow students to successfully compete at a senior college or university to which they might transfer. This results in a difficult journey for faculty and administrators when dealing with those students who enter without adequate precollege preparation and in need of extensive remediation.[1] Improving the retention and graduation rates of high-risk students is a great challenge for society. Students at risk are not just underprepared for college, but are also working part- to full-time jobs, lack meaningful support from key family members, are often the first in their families to attend college, and expect to fail (Rouche and Rouche, 1993).

The challenge is magnified in that community colleges are primarily charged with the public responsibility of educating a disproportionate percentage of minorities and are burdened with the need to extend the high school learning experience through remedial offerings. The at-risk students cannot simply be ignored. They represent a significant number of state citizens and if they are not educationally empowered to contribute to the white-collar workforce of the future, then our nation's economy may be threatened (Parnell, 1990). Can the two-year college be all things to all people without disappointing its consti-

[1]Remedial, compensatory, and developmental are the most widespread terms for courses designed to teach literacy - the basics of reading, writing, and arithmetic. Developmental studies programs in higher education are designed to address many issues such as cultural pluralism, access, and equity. They provide supportive environments that focus on the processes of learning as well as the content to be mastered. The intent of all the compensatory activities (developmental courses, counseling, peer and faculty tutors, learning laboratories, study skills seminars, orientation to college courses, and a variety of special interventions) is to keep students in school to help them improve their basic skills so that they can complete an academic or vocational program at the postsecondary level (Cohen and Brawer, 1989).

tuents and without sacrificing its academic integrity? Can the community college feel good about its mission, when so many at-risk students fail to produce acceptable outcomes?

Although most in the community college environment understand and push hard for the egalitarianistic underpinnings of the open-door approach to higher education, a recent book by William A. Henry III, *In Defense of Elitism,* suggests that too many of these students are "mediocre" at best and not worth the tremendous amount of money it takes to move a relatively low percentage of the "academically marginal" through the educational pipeline. Henry contends that the country should promote a sharper division between vocational and academic tracks in high school and "forcefully divert intellectual also-rans out of the academic track and into the vocational one." He advocates closing a significant number of community colleges and reducing the number of high school graduates who go on to college by one-half. He concludes an article in Time Magazine with "Ultimately it is the yearning to believe that anyone can be brought up to college level that has brought colleges down to everyone's level." (Time Magazine, August 29, 1994).

Henry's judgmental view seems way too harsh and condescending a sentence to impose haphazardly on students and arouses the specter of implementing policies that work against the development of a student's full potential. Moreover, in some areas of the country, it is the encouragement and supportive atmosphere of the local college that slowly but surely raises the educational level of the community. At a very basic philosophical level, the community college provides a democracy with a tool to improve society and equalize opportunity for all people. Nevertheless, Henry's view is worth considering in that one might make a case that the state subsidizes the postsecondary education of a large number of underperforming students in the hope of "nursing" along a relatively small percentage of achievers. How does one identify and separate the "wheat from the chaff" and how many opportunities does one continue to finance for students that do not appear to making progress towards any particular destination? Difficult questions without clearcut easy answers - only error-prone judgment calls about real people with real hopes and dreams.

The degree of college underpreparedness is staggering. For example, over 10 percent of all the students in the University System of Georgia (over 25% of the two-year college enrollment) during a given fall quarter are enrolled as developmental studies students (USG

Information Digest, 1992-93).[2] Developmental Studies is an all-pervasive and dominating theme at Gainesville College. As many as 50 percent of entering freshman have one or more remedial needs. Of interest, is the disparity in developmental studies needs between those students who completed Georgia's CPC or College Preparatory Curriculum in high school and those who did not. Whereas, thirty-four percent of the CPC-completers placed into at least one developmental studies area, almost eight of ten (79%) of those who did not complete the CPC in high school did the same. Perhaps what is most startling about this difference, is that over one out of three of the CPC-completers needed remediation in one or more of the developmental areas (Hamilton, 1992). In 1991, the National Center for Education Statistics published the findings of a Fast Response Survey System (FRSS) of colleges on remedial/developmental programs offered during the fall of 1989. The survey indicated that 30 percent of all college freshmen took at least one remedial course with the highest percentage needing mathematics (21%), followed by writing (16%), and reading (13%).

Developmental Studies students at Gainesville College have SAT verbal and mathematics scores that are lower than regular placement students, lower retention and three-year graduation rates, accumulate fewer earned credit hours within their first year of study, and have lower Gainesville College grade point averages (Gainesville College Fact Book, 1991-93; Gainesville College Developmental Studies Annual Reports). A survey of 21 southeastern colleges and universities (SREB, 1987) indicated that degree completion rates for developmental studies students was seldom better than 25 percent.

Given these sobering statistics, it is important to develop outreach programs to effectively increase the outcomes experienced by those poorly prepared students who express an interest in higher education. One of the most threatening characteristics of a nontraditional student with respect to persistence and performance is the expectation to do poorly. Students with little confidence often suffer from a low self-image and approach their studies with study and attendance behaviors that seem destined for fulfilling their expectation (Cross, 1974; Weber, 1985). Too often, community college freshmen, especially those at highest risk, come from families and peer groups that provide little psychological

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[2]Developmental studies at Gainesville College includes those students who are enrolled in one or more developmental (remedial) courses; these students may also be enrolled in degree credit courses where remediation is not required.

support and they lack the financial resources available to the typical university freshmen. This inadequate self-image can have devastating consequences on success. Thus, successful programs stress the importance of policies, structures, and interventions that increase student motivation and self-esteem. The influence of student motivation in remedial programs has been recognized for decades (Cross, 1976; Lesnick, 1972; Roueche, 1973).

A variety of programs have sprung up around the country to boost the performance outcomes of at-risk students who begin college in developmental courses. These programs typically have catchy acronyms like QUEST, the Advantage Program, A Starting Point, and TAP. They often share a number of characteristics to include (1) identification and appropriate placement of underprepared students, (2) mechanisms to more fully and rapidly assimilate students into a college culture, (3) advisement that strengthens confidence, self-esteem, goal-setting, and career and transfer aspirations, (4) tutoring and learning support services, (5) proactive intrusive counseling services, (6) exit interviews and institutional research to systematically assess the effectiveness of the program, and (7) mandatory orientation courses. Research reported by Roueche and Roueche (1993) indicate that these efforts do yield meaningful benefits - increased retention, higher GPA's, higher transfer rates, higher completion rates of developmental courses, and a more concerned and caring focus on the participating campuses for the at-risk students.

Gainesville College recently initiated a program called Fresh Start to specifically target the most at-risk students entering the college and attempt to better meet their needs, while increasing their overall academic performance and retention. The program provides immediate placement of students into remedial classes upon starting, academic support services, intrusive counseling, and long-term computerized tracking to gather data related to student outcomes to assess the program. One of the keystones of the program is a required orientation course. Considerable research concludes that student persistence and success in college is an outgrowth of their social and academic integration into the college (Astin, 1985; Pascarella and Terenzini, 1991; Tinto, 1975; Tinto, 1987). Orientation courses are designed to provide students with counseling and advising to identify interests and goals, extracurricular campus experiences, information, peer and faculty associations that are both social and intellectual, stress management training, test-taking and study skills, and more to achieve this integration as rapidly as possible. This type of foundation course (along with

course-taking and intrusive counseling) attempts to connect the student with the college and make the transition into the college culture more likely to occur.

Purpose of Study

The purpose of the study is twofold: (1) assess the progress of high-risk students as defined by Fresh Start criteria, and (2) determine whether selected academic outcomes are more favorable after one academic year for Fresh Start students who entered during the summer of 1993 as compared to students who started during the fall of 1990 having similar Developmental Studies (DS) and/or College Preparatory Curriculum (CPC) needs.[3] The common denominator for all of the high-risk students in the study is their need for three or more remedial and/or CPC courses at the time of entry. One of the major differences between the two groups is that the students who enrolled during the summer of 1993 had to participate in Gainesville College's Fresh Start Program (described below). Since both groups are followed to the end of the spring quarter of their first academic year, it is clear that Fresh Start students who began during the summer of 1993 had one more quarter to work towards their goals. Given this advantage in the study, one might expect greater outcomes for the Fresh Start students of 1993, especially since an objective of the Fresh Start program is to get students into college during the summer in hopes that that will improve retention and help them progress towards degree completion. On the other hand, if no obvious differences can be ascertained between the two groups, it might call into question whether the policy is effective. Results of the study may (1) establish benchmark values for determining expected results for high-risk students, and (2) help determine whether the Fresh Start program at Gainesville College is worth the effort, expense, and

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[3]Applicants who do not meet the requirements for full admission are screened for admission to the Developmental Studies Program. Minimum SAT scores for full admission are 400 Verbal and 420 Math (or 21 English and 19 Mathematics on the ACT). Students with lower scores must take the appropriate sections of the Collegiate Placement Exam (CPE) prior to registration in order to determine specific requirements for reading, English, and mathematics. Students who graduated from high school in the spring of 1988 and later must satisfy the requirements of Georgia's College Preparatory Curriculum (CPC): English (4 approved college prep units or years in high school), Mathematics (3), Science (3), Social Science (3), and Foreign Language (2). All CPC deficiencies must be made up before the student has earned 45-hours of college-level credit. Prescribed remediation for CPC deficiencies in English and mathematics consists of passing the appropriate CPE or DS area. Students must make a 'C' or better in college courses taken to satisfy CPC deficiencies in science (EVS 101), social science (HIS 111 or ECN 100), and foreign language (two five-hour French or Spanish course sequences) and these grades cannot be used to fulfill Core Curriculum or degree requirements, but they are calculated in the cumulative grade point average.

deferred enrollment penalty imposed on students who do not or cannot participate in the summer.

Fresh Start Program

The Fresh Start program at Gainesville College began on a voluntary basis during the summer of 1991. Students who applied to the college in the spring and who had two or more DS and/or CPC deficiencies were contacted by letter and strongly encouraged to attend during the summer. Students who chose not to attend during the summer of 1991 (and the summer of 1992) were not penalized in any way.

Changes were made to the Fresh Start program as of the summer of 1993. Students with a combination of three or more DS and/or CPC deficiencies in social sciences, foreign language, and science were *required* to attend the summer program or defer their enrollment until the following winter quarter. The sixty-eight Fresh Start summer students were required to (1) meet with the coordinator of Developmental Studies, (2) take GC 101 (Orientation to College), and (3) take at least one of their institutional credit remedial courses (i.e. DS or CPC). Fresh Start students who apply during the spring or summer quarter and qualify for Fresh Start but do not participate in the summer program must defer enrollment until the winter quarter when they would also enter through another Fresh Start program. The Fresh Start program will continue through the 1995-1996 academic year.

The effect of deferred enrollment due to the Fresh Start program was not trivial during the fall of 1993 and had considerable impact on scheduling and financial issues. Enrollment at Gainesville College decreased by over 10 percent during the fall of 1993 (2,632) as compared to the previous fall quarter (fall of 1992 - 2,940) for the first time since 1986. College officials believe that the combined effect of the Fresh Start program and the HOPE grant[4] accounted for most of the 308 student decline. An estimated 140 high school

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[4]***HOPE Grant:*** Georgia's lottery proceeds go to public schools and colleges through the Helping Outstanding Pupils Educationally (HOPE) program. Under HOPE, Georgia-resident freshmen with adjusted family gross incomes of less than $100,000 and a 3.0 cumulative grade-point average or better in high school may receive grants that pay public-college tuition, mandatory fees, and a book allowance up to $100 per quarter. Qualifying students who remain enrolled without a break of more than 12 months and who maintain a 3.0 college grade-point average over their first 45 attempted quarter credit hours can renew their HOPE scholarship for their sophomore, junior, and senior years. HOPE grants also provide full-tuition, mandatory fees, and a $100 book allowance for students attending technical institutes and $1000 grants for students attending private colleges and universities on top of the Georgia Tuition Equalization Grant of $1000 per year that is already available. In 1993-94, about 54,000 students received the HOPE grants.

graduates with CPC/DS deficiencies were rolled over to attend the College in the winter quarter of 1994 rather than in the fall of 1993. Some students who faced deferred enrollment may have attended a technical institute rather than wait to enter Gainesville College.

Given that these two programs - Fresh Start and the Hope Grant - will continue to have an impact on enrollment, it is likely that the decrease in fall enrollment that occurred from the fall of 1992 to the fall of 1993 was a one-time correction that will not continue. The enrollment for the fall of 1994 was 2,650 students, slightly higher than that the fall of 1993 (0.7%). Enrollment declines during the winter of 1994 as compared to the winter of 1993 were not as severe, due in part, to deferred enrollment and greater retention.

GC 101 is a course "designed to help the student cope with the demands of college; strengthen study, interaction, and stress management skills; develop a better understanding and awareness of the student's personal, educational and career goals" (GC Catalog, 1993-1995). The course is recommended for all new students and required for those with three or more DS and/or CPC courses. Purported benefits of the Fresh Start Program are

1. Requiring students to begin taking courses during the summer to get a "jump" on the fall quarter
2. Expose students to the objectives and campus experiences of GC 101
3. Impress upon these students at the front end that they are highly risky prospects and in need of great effort and motivation to take advantage of the support services on the campus and complete their remedial work as soon as possible
4. Familiarize the students with the campus during the summer when it is less hectic than the fall quarter
5. Meet with students individually to discuss their educational goals and aspirations
6. Decrease the number and size of DS and CPC remediation offerings during the fall quarter
7. Free up divisions to offer more regular placement courses during the fall quarter with fewer students because of the deferred enrollment
8. Force students who deferred their enrollment to spend time thinking about their interest in pursuing a college education
9. Send a strong message to prospective students and counselors that Gainesville College expects them to succeed at a high school curriculum that adequately prepares them for the rigors and higher standards of a college education or face compensatory institutional credit courses upon arrival in college

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Impact of the HOPE grant on Fall 1993 Enrollment: Some of Georgia Lottery's HOPE grant recipients chose to attend senior colleges and universities and an estimated 100 formerly enrolled students went to Lanier Technical Institute or another technical institute with HOPE funding during the fall of 1993. Lanier Tech's overall enrollment substantially increased from the fall of 1992 to fall of 1994 (Fall 92 - 698 students, Fall 93 - 910, Fall 94 - 1070).

10. Contribute positively to student retention and various indicators of academic progress (e.g. GC GPA, percent on probation after first year, success in remedial and core curricular courses)

Although a few of the summer of 93 (Fresh Start) students sought permission and exempted GC 101, 85 percent (58/68) of them took the course (however, over 20% of those did not pass with a 'C' or better), whereas, only a handful of the fall of 1990 cohort (6% or 14/233 where 5 of the 14 either withdrew or did not receive a passing grade) took a comparable course. The major differences between the cohorts were as follows: (1) Almost all of the Fresh Start students enrolled in GC 101, (2) the Fresh Start students in the study were labeled, thus keenly aware of their special status, and (3) they had to enroll during the summer quarter or face entry deferral to winter quarter.

Proponents of the Fresh Start program speculated that the identification of high-risk students by the college coupled with GC 101 during their first quarter and a willingness on the part of the students to sacrifice a portion of their summer to start school synergized to give these students a psychological edge that might translate into a more committed attitude toward college. Although the students who participated in the summer of 1993 entered into the specially conceived Fresh Start Program, there is no reason to think that the needs of the students who began during the fall of 1990 were neglected. Since the inception of the remedial program at Gainesville College in 1974, students who start with remedial needs (to include those in the fall of 1990 group) have always received special advisement, are encouraged to use a wide variety of student services and tutorial laboratories, have restrictions placed on their course-taking, and have their progress monitored by caring professionals.

Method

Each of the two cohorts in this study started at Gainesville College for the first time during the fall of 1990 or the summer of 1993 (Fresh Start Program) with a combination of three or more developmental studies needs and/or College Preparatory Curriculum deficiencies in science, social science, and foreign language. No provision was made to screen either cohort for transfer credit hours. As noted in one of the data tables, only 3 of 68 (4.4%) and 20 of 233 (8.6%) students transferred academic credit (fewer than 20 credits per

student) to Gainesville College either before they entered or at some time through to the end of the spring of 1994.

Several pre-college characteristics were included in the analysis: gender, race, age at first entry to Gainesville College, high school average (HSA), and mathematics and verbal Scholastic Aptitude Test (SAT) scores. If a student had enhanced ACT scores without SAT scores, then the enhanced ACT scores were converted to equivalent SAT scores using the concordance tables distributed by the University System of Georgia. The average age at entry was calculated as of September 1, 1990 or June 1, 1993 depending on the cohort.

The academic progress of each group of students was tracked over their first academic year at Gainesville College. For those students who entered during the fall of 1990, this included the winter and spring quarters of academic year 1990 to 1991. For the Fresh Start students who started during the summer of 1993, this included an additional quarter in that they were followed for the fall, winter, and spring quarters of the 1993 to 1994 academic year. Thus the Fresh Start students had one more quarter than the comparison group to accomplish their higher education goals.

Several outcomes of their educational experience at Gainesville College were determined for the *designated study periods only:* Persistence, pass rates for developmental courses and introductory courses in the core curriculum, cumulative academic credit hours earned and passed, grade point average (GPA) at Gainesville College, and completion of DS and/or CPC areas. GC GPA's and cumulative credit hours earned at GC were calculated only for students who met the following: (1) only grades of 'C' or better in academic courses, (2) no institutional credit courses considered (i.e. DS and English as Second Language excluded from calculations), (3) CPE (physical education) courses were excluded, and (4) GC 101 or GCO 101 (same course given two different designations in transcript history file) grades were not included. Completion ratios and GPA's were considered stronger indicators of academic progress if physical education grades and the orientation to college course were excluded from these determinations. For example, several students had GPA's at GC of 4.0 after taking only one two-credit CPE course or a single GCO 101 course.

The grade reported for a course taken over the designated study period was the most current one. In other words, if a student took a course during the fall of 1990 and received a 'D', then repeated the course during the spring of 1991 and got a 'C', the latter grade would have been tallied. This investigation wanted to determine academic progress over a

students' first academic year and was not concerned with whether a student took more than one attempt to complete a given course. Another consideration when interpreting the data is that the same student may have taken several courses, thus have been counted more than once in the grade distribution table. For example, a student may have taken DSR 021, PSY 101, ENG 101, DSM 010, DSM 011, and MAT 104. That student would be included in each course count. In addition, it should be noted that the grade distribution table shows only grades for DSR 021. Some students who did not pass DSR 021 went on to take DSR 022 with a passing grade. The DS Completion Rate table, however, includes students who took one or both of the DSR courses.

Results and Discussion

Tables

Tables associated with this study are appended to the report. They compare the fall of 1990 to spring of 1991 students with the Fresh Start students who entered during the summer of 1993 (Summer 1993 to Spring 1994).

1. Gender, Race, Age at Entry, High School Average, and SAT Scores
2. Developmental Studies Requirements and College Preparatory Curriculum Deficiencies in Science, Social Science, and Foreign Language (Three or more DS and/or CPC deficiencies was used as the primary criterion to define the cohorts).
3. GC GPA, Cumulative Academic Hours, Completion Ratios, and Transfer Hours
4. Persistence over First Academic Year for Each Quarter and by the Number of Quarters Attended
5. Grade Distribution During First Academic Year for Selected DS and Core Curriculum Courses
6. Developmental Studies Completion Rates and Year and Quarter
7. College Preparatory Curriculum (CPC) Completion Rates and Year and Quarter

Gender, Race, Age at Entry, High School Average, and SAT Scores

Whereas the percent of females for the students who entered during the fall of 1990 was 50, it was skewed in favor of females (59%) for the Fresh Start students who entered during the summer of 1993. This gender difference is consistent with a disturbing trend in higher education enrollments that shows no sign of reversing itself. Studies into almost all aspects of higher education at Gainesville College and elsewhere indicate significant enrollment (and academic outcomes) gains for females with continued slippage for males. Over 92 percent of both groups were white and the average SAT totals for both groups were

essentially the same (F90-656, Su93-653). High school averages differed from one group to the next with the fall of 1990 cohort entering with a 2.2 average as compared to a 2.3 average for the summer of 1993 group. Although age at entry is somewhat higher for the Fresh Start students, the number of entering students who were 18 years and under was similar (F90-48%, Su93-53%) as was the number of students in the 19 to 25 year age group (F90-43%, Su93-37%).

A comparison of the two groups reveals that the students who entered during the summer of 1993 might be expected to be somewhat stronger as evidenced by the greater number of females. Women usually obtain higher freshmen grade averages for given levels of SAT scores and high school record (Linn, 1973; Morgan, 1989). Nevertheless, other than the difference in gender ratios, the SAT scores, high school averages, and age profiles were similar.

For the sake of comparison, Gainesville College is almost 60 percent female, the high school grade point average of entering students is approximately 3.0, the average SAT total score is about 800, and the typical GC GPA is about 2.5 (GC 1992-93 Fact Book).

Developmental Studies Requirements and College Preparatory Curriculum Deficiencies in Science, Social Science, and Foreign Language

The extent of the risk for these students of not succeeding in college is evident from an analysis of their developmental studies needs and their lack of an appropriate college preparatory curriculum in high school. *Fresh Start students who entered during the summer of 1993 had more remedial and CPC needs as compared to the fall of 1990 students.* Given this difference, it appears that the Fresh Start students were academically weaker, thus more at-risk of doing poorly at Gainesville College over their first year.

Developmental Studies: Three out of four (74%) Fresh Start students required DS reading (DSR), 85 percent placed into DS English (DSE), and almost all of them (97%) needed DS mathematics (DSM) with 57 percent starting DSM at the lowest level (DSM 010). DS requirements for the fall of 1990 students were lower (DSR-61%, DSE-78%, DSM-93% with 47% coming in at the lowest level). As far as the number of DS courses required per student, *almost 7 out of 10 (67%) of the Fresh Start students needed remediation in all three areas*, whereas, about half (53%) of the fall of 1990 students required all three. Overall, the

percentages of entering freshmen in developmental studies courses at Gainesville College are 27 percent for English, 21 percent for reading, and 52 percent for mathematics (University System of Georgia 1992-1993 Developmental Studies Annual Report).

College Preparatory Curriculum: The CPC requirements of these cohorts in science, social science, and foreign language differed to some degree. Over 60 percent of both groups have to make up for science and foreign language deficiencies, and about one in four have deficiencies in social science. This is about two times higher in each CPC-area than the campus as a whole (GC Fact Book, 1992-93). As far as the number of deficiencies in the CPC areas noted above, the *Fresh Start students were more likely to have all three CPC deficiencies* (27%) as compared to the fall of 1990 students (18%), however, they were also more likely to have zero CPC deficiencies (34%) than the fall of 1990 students (27%).

The combined burden of DS and CPC make-up courses weighed heavily on a large percentage of both cohorts. At the extreme, almost 25 percent of the fall of 1990 students needed to remediate 5 or 6 courses, whereas *35 percent of the Fresh Start students had a similar load. Over twice as many of the Fresh Start students needed to remediate all six of the DS and CPC deficiencies.* For those who began with DSM 010, the students would have to complete eight college courses (1 DSR, 1 DSE, 2 DSM, 1 EVS, 1 HIS 111 or ECN 100, 2 French or Spanish) without receiving any credits towards a degree. Given that these students are academically weak and advised to take reduced loads (12 or fewer credits per quarter), this is at least a year's worth of work.

GC GPA, Cumulative Academic Hours, Completion Ratios, and Transfer Hours

Eighty seven percent (59/68) of the Fresh Start students had taken at least one academic course during the study period other than physical education and GC 101 to have a GPA at Gainesville College as calculated by the investigator. This compares very favorably to the 58 percent figure for the comparison group. Moreover, the GPA of the Fresh Start students was 2.22 as compared to 1.70 for the fall of 1990 cohort. Since most of the students had few quarter hours completed at Gainesville College, one might expect fewer of the Fresh Start students to be eligible for academic probation. Nineteen percent of the Fresh

Start students (13/68) were candidates for academic probation as compared to the fall of 1990 cohort (21% or 49/233) after one potential year of study. [5]

Of those who attempted academic credits (as opposed to institutional credit courses) over the three or four quarter study period, the completion ratio for the fall of 1990 students was less (68%) than that of the Fresh Start students (74%). Despite attempting fewer academic credits (F90-15.0, Su93-12.6), the Fresh Start students passed a similar number of courses as evidenced by the cumulative hours passed (F90-9.4, Su93-10.2).

For the sake of comparison, a typical student at Gainesville College has a GPA of 2.50 and takes an average of 12 quarter hour credits *per fall quarter* (about 40% of the college's enrollment attends part-time) with a completion ratio of over 90 percent (GC Fact Book 1992-93).

Given the difficulty of determining when a student took transfer courses, no attempt was made to determine when students transferred academic credits to Gainesville College, thus some may have come in outside of the designated study periods. Nevertheless, it is clear that very few of these students (F90-20, Su93-3) went to other colleges or universities and transferred credits back to Gainesville College.

Persistence

Almost seventy percent (69% or 47/68)) of the Fresh Start students returned during the fall quarter (i.e. the quarter *after* they began). This was less than the 79 percent (185/233) winter-quarter return rate for the fall of 1990 students. By the second quarter of enrollment *after* starting at Gainesville College, 60 percent of the Fresh Start students returned during the winter quarter as compared to 52 percent for the fall of 1990 students returning during the spring quarter. Although the comparison looks at three quarters of enrollment as opposed to four, the students who started during the fall of 1990 were more likely to be enrolled during the spring quarter (52%) as compared to the Fresh Start students (43%). Since attrition tends to drop off on a quarter-to-quarter basis, it is of interest to note that *persistence does seem to benefit from the Fresh Start program when only the first two quarters after initial enrollment are considered as compared to the fall of 1990 cohort (see*

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[5]The percentages reported for academic probation were calculated by the investigator and based on a minimal cumulative GC GPA of less than 1.5 which corresponds to a quarter hours attempted plus transfer hours of 0 to 30 academic credits (see GC catalog).

table below). This is particularly impressive in that the Fresh Start students were at higher risk since, on average, they began with a requirement for higher numbers of DS and CPC courses.

Persistence in Quarters Subsequent to the First Quarter of Enrollment				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Fresh Start	Summer 93	69	60	43
Fall 1990	Fall 1990	79	52	

One out of two (51%) students who started during the fall of 1990 spent all three quarters at GC, while two out of ten (fully 20%) spent only the fall quarter then dropped out for the year. Twenty two percent of the Fresh Start students were gone for the entire academic year after the summer quarter, while another 19% were gone after two quarters. It is encouraging that 35 percent of the Fresh Start students attended all four quarters of the study period.

Although these rates are not directly comparable, the one-year institution persistence rates for fall of 1991 to fall of 1992 for regular placement freshmen at Gainesville College was 83 percent, whereas the rate for those who began with one or more developmental studies needs was 69 percent (GC Fact Book, 1992-93).

Grade Distribution During the First Academic Year

The academic progress of these high-risk students is not spectacular, especially in light of the extra quarter that the Fresh Start students have in comparison with the fall of 1990 students. With the exception of DS courses, ENG 101, MAT 104 (Fresh Start students only), and MAT 100 (Fall 1990 students only), very few of the students attempted the other core curricular courses (mostly less than 10% for both groups) during the designated study period. Of those who attempted the introductory-level courses included in this study over their first academic year, relatively few of them in terms of absolute numbers have made much progress towards passing them. Fewer than 15 percent of the total number of students in either group had passed HIS 251, HIS 252, PSY 101, SOC 105, ENG 102, MAT 104, MAT 151, or MAT 104. The only bright spot was ENG 101 where 32 percent of the fall

of 1990 cohort and 35 percent of the Fresh Start students had completed the course within the designated study period.

Very few of the students who attempted academic credit courses made 'A's' (usually less than 7%), although somewhat more earned 'B's' (around 15% to 25%) . Most of the students either received 'C's' (around 20% to 50%) or lesser grades. Overall pass rates were better for the Fresh Start students as compared to the fall of 1990 group in DSE 031 (21% higher), DSM 011 (12% higher), and the humanities in general (11% higher), although 14 percent lower in the cluster of social science courses used in the study. Pass rates for the Fresh Start students for mathematics (41%) were lower than the pass rates for humanities (81%) and for the social sciences (50%). This pattern was similar for the fall of 1990 students.

The University System of Georgia's 1992 to 1993 Annual Report for Developmental Studies indicates that the percentage of DS students at Gainesville College passing their first core curriculum course in English was 79 percent (non-DS pass rate = 88%), 81 percent in mathematics (non-DS = 90%), and 94 percent in the social sciences (non-DS = 95%).

Developmental Studies Completion Rates and Year and Quarter[6]

The DS completion rates for reading (F90-56%, Su93-62%), English (F90-51%, Su93-57%), and mathematics (F90-42%, Su93-46%) were slightly higher (3% to 6%) for Fresh Start students as compared with the fall of 1990 students. There was a rather dramatic difference in the completion rates for DSM 011 (F90-59%, Su93-74%). Only one out of four students in either cohort who began in DSM 010 exited DS mathematics within the time frame of the study. Regardless of the cohort, it is encouraging that about one of two high-risk students who needed these remedial areas exited them within a year of starting Gainesville College.

These completion rates compare favorably with the campus as a whole (Hamilton, 1991). When one considers all students who enter as first-time freshmen in need of one or more DS areas, the one-year completion rates (fall of 1990 to spring of 1991) were 63 percent for reading, 64 percent for English, and 56 percent for mathematics (DSM 010

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[6]Two of the 93 students who completed DSE during the 1990-91 academic year did so at another college. Neither of those students went on to complete ENG 101. Several students who did not complete DSR 021 with a 'C' or better went on to pass DSR 022 and complete their DS reading requirement.

starters = 34%, DSM 011 starters = 73%). In a six-year study by Hamilton (1990), only 33 percent of those first-time freshmen who entered with a need for remediation in all three areas in the fall of 1984 had exited developmental studies by the spring of 1990. Students in the 1990 study who completed all DS areas spent, on average, 2.6 years at the college as compared with 1.9 years for entered the college with regular placement status. Of the three areas, more exited DSE (59%), and DSR (55%) than DSM (45%).

Although the DS completion rates are encouraging, this finding is tempered somewhat by the fact that on average students in both the groups had not passed more than 10 academic credits within the designated time frame, although it might be that those who progressed most towards completing their DS requirements had more academic credits than the average. Almost all of the students who exited a given DS area did so within two quarters of entering Gainesville College and only one (DSR) or two (DSE and DSM) of the Fresh Start students completed a DS area during the spring quarter.

College Preparatory Curriculum (CPC): Completion Rates and Year and Quarter

Fresh Start students completed their CPC deficiencies over the designated time frames at rates similar to those of the fall of 1990 students. For the Fresh Start students the CPC-completion rates are as follows: English-20%, Foreign Language-6%, Mathematics-37%, Science-14%, and Social Science-19%. Of all the CPC areas, foreign language is the area least likely to have been completed with science close behind. It is clear that at the end of an entire academic year of study over half the remedial deficiencies still linger and many of these students have not satisfied their CPC requirements.

Summary

There are intuitive and documented benefits to identifying at-risk students and providing special programs and encouragement for them. Regardless of the effort expended on their behalf, their achievements seem less than we might hope. Thus it is not surprising in a study such as this to find that many of the students have not generated much in the way of outcomes within their first academic year. Nevertheless, it is an important mission of an egalitarian society to provide a conduit for these citizens to pursue their dreams and aspirations. And some of the students do make significant progress and go on to earn

college degrees. The data do suggest benchmark values that can be used to establish expected results for future assessment efforts of any changes made to the Fresh Start program. This on-going study will also investigate the one-year outcomes of high-risk Fresh Start students who started during the winter of 1994 and the summer of 1994.

The data suggest that the Fresh Start program, as it is currently implemented, results in overall academic outcomes that are better than students with similar backgrounds who did not participate in the program. This occurred in spite of the higher-risk profile of the Fresh Start students as they entered Gainesville College. In addition, other stated goals of the program were achieved such as (1) the benefits that result from the enrollment of Fresh Start students in GC 101 (Orientation to College) during the summer, (2) the strong encouragement the program gives to graduating high school seniors who are at risk of doing poorly in college to attend during the summer or face deferred enrollment, (3) scheduling changes in fall quarter regular placement and developmental studies enrollments, (4) special advisement, and (5) provide an incentive for high school students to try harder at a college preparatory curriculum or face additional hurdles as they transition to college. With respect to scheduling changes, it is of interest to note that the Fresh Start program and other factors converged resulting in a dramatic 70 percent decline in the number of students in need of remedial mathematics from the fall of 1992 (445) to the fall of 1994 (132). The decline was greatest for those students starting at the DSM 010 level (83%) as compared to the DSM 011 level (56%).

Herein is a summary of some of the findings of the study with which to make a judgement as to the efficacy of the Fresh Start program. While considering the comparisons, one should remember that (1) Fresh Start students had an additional quarter of potential study, and (2) Fresh Start students were more likely to need all three DS areas (14% difference), have all CPC deficiencies (9% difference), and need all six of the DS and CPC deficiencies (10% difference) as compared to those students who started in the fall of 1990. (Key: F90-Students who started during the fall of 1990, FS93-Fresh Start students who began at Gainesville College during the summer of 93).

1. **GC GPA:** GC GPA's were higher for the Fresh Start students as compared to the fall of 1990 students (*F90-1.70, FS93-2.22*).
2. **Academic Probation:** A similar percentage within both cohorts were eligible for academic probation (*F90-21%, FS93-19%*).
3. **Completion of Academic Credit in Selected Courses:** Of those who took academic courses, the Fresh Start students had passed a similar number of academic credits

(about 10) in the courses other than physical education and GC 101 by the end of one potential year of study as the comparison group. Although the Fresh Start students *attempted* fewer of the selected academic courses (*F90-15, FS93-13*), they had a higher completion rate (*F90-68%, FS93-74%*). This accomplishment of the Fresh Start group is accentuated by the observation that they began with a larger load of developmental studies and college preparatory courses.

4. **Persistence:** Fewer of the Fresh Start students returned for a second consecutive quarter of enrollment (*F90-79%, FS93-69%*) and fewer of the Fresh Start students were enrolled during the spring quarter of their first academic year (*F90-52%, FS93-43%*) as compared to the fall of 1990 students. Thirty-five percent of the Fresh Start students attended throughout the study period (i.e. all four quarters), whereas 51 percent of the fall of 1990 students persisted throughout each of the three quarters of a regular academic year. Nevertheless, a quarter-by-quarter analysis indicated that at the end of their second quarter of enrollment *after* starting at Gainesville College, more Fresh Start students were enrolled (60%) as compared to the fall of 1990 cohort (52%).
5. **Grade Distribution:** Relatively few of the students in either cohort when viewed as a percentage of the whole made significant inroads into the core curriculum with grades of 'B' or better. Overall pass rates were somewhat better for the Fresh Start students as compared to the fall of 1990 group in DSE 031 (21% higher), DSM 011 (12% higher), and the humanities in general (11% higher), although 14 percent lower in the cluster of social science courses used in the study.
6. **DS Completion Rates:** The DS completion rates for reading (*F90-56%, FS93-62%*), English (*F90-51%, FS93-57%*), and mathematics (F90-42%, FS93-46%) were slightly higher (3% to 6%) for Fresh Start students as compared with the fall of 1990 students. There was a rather dramatic difference in the completion rates for DSM 011 (*F90-59%, FS93-74%*).
7. **CPC Completion Rates:** CPC completion rates were similar for the two groups being compared. For the Fresh Start students the CPC-completion rates are as follows: English-20%, Foreign Language-6%, Mathematics-37%, Science-14%, and Social Science-19%. It is significant to note, however, that after one year many of the students in both groups still needed several college-level courses to satisfy their CPC deficiencies.

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Fresh Start Assessment - Fall 1990 Cohort versus Summer 1993 Cohort

OPIR Analysis, Dr. Hamilton
Date of Report: August 1994

Cohorts Fall 1990 to Spring 1991 (F90 to Sp91)
Summer 1993 to Spring 1994 (Sum93 to Sp94) - Fresh Start Program

Gender, Race, Age at Time of Entry, High School Average, and SAT Scores

	Gender		Race					Avg			
	M	F	1	2	3	4	5	Age	HSA	SATM	SATV
F90 to Sp91	116	117	12	1	4	1	215	20.4	2.20	336	320
Su93 to Sp94	28	40	3	0	1	1	63	21.4	2.28	331	322

Race: 1-Black, 2-American Indian, 3-Asian/Oriental, 4-Hispanic, 5-White (other)

Average age at time of entry: Either September 1, 1990 or June 1, 1993

HSA-High-school average (n=61 or n=210)

SAT Scores - ACT enhanced scores were converted to equivalent SAT scores using University System of Georgia concordance tables (n=60 or n=210)

Age Profile

	18 or under		19 to 21		22 to 25		26 or over	
	n	%N	n	%N	n	%N	n	%N
F90 to Sp91	113	48	89	38	11	5	20	9
Su93 to Sp94	36	53	19	28	6	9	7	10

F90 N = 233, Su 93 N = 68

Fresh Start Assessment - Fall 1990 Cohort versus Summer 1993 Cohort

OPIR Analysis, Dr. Hamilton
Date of Report: August 1994

Cohorts Fall 1990 to Spring 1991 (F90 to Sp91)
Summer 1993 to Spring 1994 (Sum93 to Sp94) - Fresh Start Program

Developmental Studies, College Preparatory Curriculum (Sci, Soc Sci, Foreign Lang)

	F90 to Sp91		Su93 to Sp94		
	n	%N	n	%N	%Diff
Total N	**233**	**100.0**	**68**	**100.0**	
DS					
Reading	142	60.9	50	73.5	12.6
English	181	77.7	58	85.3	7.6
Math	217	93.1	66	97.1	3.9
DSM 010	109	46.8	39	57.4	10.6
DSM 011	108	46.4	27	39.7	-6.6
DS num					
0	3	1.3	0	0.0	-1.3
1	44	18.9	8	11.8	-7.1
2	62	26.6	14	20.6	-6.0
3	124	53.2	46	67.6	14.4
Average	2.32		2.56		0.24
CPC					
Science	145	62.2	43	63.2	1.0
Soc Sci	58	24.9	20	29.4	4.5
Forgn Lang	141	60.5	39	57.4	-3.2
CPC num					
0	63	27.0	23	33.8	6.8
1	38	16.3	6	8.8	-7.5
2	90	38.6	21	30.9	-7.7
3	42	18.0	18	26.5	8.4
Average	1.48		1.50		0.02
DS+CPC					
3	120	51.5	31	45.6	-5.9
4	56	24.0	13	19.1	-4.9
5	42	18.0	13	19.1	1.1
6	15	6.4	11	16.2	9.7
Average	3.79		4.06		0.27

Fresh Start Assessment - Fall 1990 Cohort versus Summer 1993 Cohort

OPIR Analysis, Dr. Hamilton
Date of Report: August 1994

GC GPA, Cumulative Hours, Completion Ratio, and Transfer Hours

				Completion			Transfer Hours	
Cohort	N	n	GC GPA	CHC	CHP	Ratio	*n	Avg
Fall 90 to Sp 91	233	135	1.70	15.0	10.2	68.0	20	13.6
Su 93 to Sp 94	68	59	2.22	12.6	9.4	74.6	3	17.3

N-Total number of students in cohort
n-Number of students who attempted academic credits and who have a GC GPA
GC GPA and Cumulative Hours were calculated using the following stipulations

1. Only 'C' or better grades in academic courses considered
2. Courses not included: GC 101, GCO 101, CPE, DS, and ESL
3. Only determined for duration of study period

GC GPA - Gainesville College Grade Point Average
CHC/P - Cumulative Hours Carried/Passed
Ratio - Completion Ratio (CHP/CHC)
Transfer Hours: *n=number of students with transfer hours, Avg - average transfer hours
Transfer hours could have been added to transcript at any time through to end of spring 1994

Fresh Start Assessment - Fall 1990 Cohort versus Summer 1993 Cohort

OPIR Analysis, Dr. Hamilton
Date of Report: August 1994

Cohorts Fall 1990 to Spring 1991 (F90 to Sp91)
Summer 1993 to Spring 1994 (Sum93 to Sp94) - Fresh Start Program

Persistence

		Summer		Fall		Winter		Spring	
	N	n	%N	n	%N	n	%N	n	%N
F90 to Sp91	233			233	100.0	185	79.4	120	51.5
Su93 to Sp94	68	68	100.0	47	69.1	41	60.3	29	42.6

Persistence = Student counted if enrolled during designated quarter

Summer - Summer 1993
Fall - Fall 1990 or Fall 1993
Winter - Winter 1991 or Winter 1994
Spring - Spring 1991 or Spring 1994

Number of Quarters Attended

		1		2		3		4	
	N	n	%N	n	%N	n	%N	n	%N
F90 to Sp91	233	46	19.7	69	29.6	118	50.6		
Su93 to Sp94	68	15	22.1	13	19.1	16	23.5	24	35.3

Fresh Start Assessment - Fall 1990 Cohort versus Summer 1993 Cohort

OPIR Analysis, Dr. Hamilton

Note
1 The same student may have taken several courses and be counted more than once in the summary.
2 Most current grade student received during the study period is posted.
3 N=number of students taking a given course with any grade (A,B,C,D,F/WF,IP,U, U2, and W).

Cohort
1 *n=233* **Fall 1990 to Spring 1991**
2 *n=68* **Summer 1993 to Spring 1994 (Fresh Start Program)**

Grade Distribution During First Academic Year

			%233	A		B		C		D		F/WF		IP		U		U2		W		Pass Rate A,B,C			Pass %233
		N	%68	n	%N	n	%N	n	%N	n	%N	n	%N	n	%N	n	%N	n	%N	n	%N	n	%N	%Diff	%68
GC 101	1	14	6.0	4	28.6	3	21.4	2	14.3	0	0.0	1	7.1							4	28.6	9	64.3		3.9
	2	58	85.3	23	39.7	15	25.9	8	13.8	2	3.4	4	6.9							6	10.3	46	79.3	15.0	67.6
DSR 021	1	126		7	5.6	39	31.0	22	17.5			10	7.9	42	33.3	0	0.0	0	0.0	6	4.8	68	54.0		
	2	44		0	0.0	8	18.2	15	34.1			7	15.9	9	20.5	0	0.0	0	0.0	5	11.4	23	52.3	-1.7	
HIS 251	1	21	9.0	1	4.8	5	23.8	9	42.9	2	9.5	2	9.5							2	9.5	15	71.4		6.4
	2	3	4.4	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0							0	0.0	0	0.0	-71.4	0.0
HIS 252	1	6	2.6	0	0.0	2	33.3	1	16.7	0	0.0	3	50.0							0	0.0	3	50.0		1.3
	2	4	5.9	0	0.0	0	0.0	1	25.0	3	75.0	0	0.0							0	0.0	1	25.0	-25.0	1.5
POL 101	1	50	21.5	5	10.0	12	24.0	16	32.0	6	12.0	8	16.0							3	6.0	33	66.0		14.2
	2	11	16.2	1	9.1	4	36.4	1	9.1	2	18.2	2	18.2							1	9.1	6	54.5	-11.5	8.8
PSY 101	1	27	11.6	1	3.7	4	14.8	10	37.0	5	18.5	1	3.7							6	22.2	15	55.6		6.4
	2	4	5.9	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0							0	0.0	4	100.0	44.4	5.9
SOC 105	1	7	3.0	0	0.0	1	14.3	4	57.1	1	14.3	1	14.3							0	0.0	5	71.4		2.1
	2	0	0.0	0		0		0		0		0								0		0		-71.4	0.0
DSE 031	1	151		2	1.3	32	21.2	57	37.7			18	11.9	30	19.9	3	2.0	1	0.7	8	5.3	91	60.3		
	2	42		2	4.8	15	35.7	17	40.5			1	2.4	2	4.8	0	0.0	0	0.0	5	11.9	34	81.0	20.7	
ENG 101	1	106	45.5	3	2.8	14	13.2	57	53.8	14	13.2	11	10.4							7	6.6	74	69.8		31.8
	2	30	44.1	0	0.0	8	26.7	16	53.3	3	10.0	1	3.3							2	6.7	24	80.0	10.2	35.3
ENG 102	1	17	7.3	0	0.0	1	5.9	10	58.8	2	11.8	0	0.0							4	23.5	11	64.7		4.7
	2	11	16.2	0	0.0	2	18.2	7	63.6	1	9.1	0	0.0							1	9.1	9	81.8	17.1	13.2
DSM 010	1	111		8	7.2	31	27.9	37	33.3			13	11.7	2	1.8	8	7.2	0	0.0	12	10.8	76	68.5		
	2	38		5	13.2	12	31.6	7	18.4			6	15.8	3	7.9	0	0.0	0	0.0	5	13.2	24	63.2	-5.3	
DSM 011	1	155		16	10.3	37	23.9	39	25.2			16	10.3	11	7.1	24	15.5	0	0.0	12	7.7	92	59.4		
	2	42		4	9.5	16	38.1	10	23.8			1	2.4	0	0.0	8	19.0	0	0.0	3	7.1	30	71.4	12.1	
MAT 104	1																								
	2	17	25.0	2	11.8	4	23.5	4	23.5	3	17.6	1	5.9							3	17.6	10	58.8		14.7
MAT 151	1																								
	2	12	17.6		0.0	0	0.0	2	16.7	3	25.0	3	25.0							4	33.3	2	16.7		2.9
MAT 100	1	73	31.3	5	6.8	10	13.7	11	15.1	14	19.2	18	24.7							15	20.5	26	35.6		11.2
	2																								

Fresh Start Assessment - Fall 1990 Cohort versus Summer 1993 Cohort

OPIR Analysis, Dr. Hamilton

Note 1 The same student may have taken several courses and be counted more than once in the summary.
2 Most current grade student received during the study period is posted.
3 N=number of students taking a given course with any grade (A,B,C,D,F/WF,IP,U, U2, and W).

Cohort 1 *n=233* **Fall 1990 to Spring 1991** 2 *n=68* **Summer 1993 to Spring 1994 (Fresh Start Program)**

Grade Distribution During First Academic Year

		N	%233 %68	A n	A %N	B n	B %N	C n	C %N	D n	D %N	F/WF n	F/WF %N	IP n	IP %N	U n	U %N	U2 n	U2 %N	W n	W %N	Pass Rate A,B,C n	Pass Rate A,B,C %N	Pass Rate A,B,C %Diff	Pass %233 %68
Summary	1	908		71	7.8	203	22.4	281	30.9	46	5.1	105	11.6	85	9.4	35	3.9	1	0.1	81	8.9	555	61.1		
DSR 021		126		7	5.6	39	31.0	22	17.5			10	7.9	42	33.3	0	0.0	0	0.0	6	4.8	68	54.0		
DSE 031		151		2	1.3	32	21.2	57	37.7			18	11.9	30	19.9	3	2.0	1	0.7	8	5.3	91	60.3		
DSM 010		111		8	7.2	31	27.9	37	33.3			13	11.7	2	1.8	8	7.2	0	0.0	12	10.8	76	68.5		
DSM 011		155		16	10.3	37	23.9	39	25.2			16	10.3	11	7.1	24	15.5	0	0.0	12	7.7	92	59.4		
Soc Sci		111		7	6.3	24	21.6	40	36.0	14	12.6	15	13.5							11	9.9	71	64.0		
Hum		123		3	2.4	15	12.2	67	54.5	16	13.0	11	8.9							11	8.9	85	69.1		
Math		73		5	6.8	10	13.7	11	15.1	14	19.2	18	24.7							15	20.5	26	35.6		
Summary	2	272		18	6.6	74	27.2	84	30.9	18	6.6	23	8.5	14	5.1	8	2.9	0	0.0	33	12.1	176	64.7	3.6	
DSR 021		44		0	0.0	8	18.2	15	34.1			7	15.9	9	20.5	0	0.0	0	0.0	5	11.4	23	52.3	-1.7	
DSE 031		42		2	4.8	15	35.7	17	40.5			1	2.4	2	4.8	0	0.0	0	0.0	5	11.9	34	81.0	20.7	
DSM 010		38		5	13.2	12	31.6	7	18.4			6	15.8	3	7.9	0	0.0	0	0.0	5	13.2	24	63.2	-5.3	
DSM 011		42		4	9.5	16	38.1	10	23.8			1	2.4	0	0.0	8	19.0	0	0.0	3	7.1	30	71.4	12.1	
Soc Sci		22		1	4.5	6	27.3	4	18.2	8	36.4	2	9.1							1	4.5	11	50.0	-14.0	
Hum		41		0	0.0	10	24.4	23	56.1	4	9.8	1	2.4							3	7.3	33	80.5	11.4	
Math		29		2	6.9	4	13.8	6	20.7	6	20.7	4	13.8							7	24.1	12	41.4	5.8	

Shaded areas indicate sections in which the designated grades are not applicable or course not offered during the study period.

*GC 101 total for Fresh Start students of Summer 1993 had 5 grades of 'I' which would bring the total to 63 (58+5). No other students had 'I' grades.

**A student who transferred from West Georgia College during the fall of 90 with a DS suspension received a grade of U2 for DSE 031 and never returned to Gainesville College. Students were not screened for transfer status or transfer credits.

***Some students who did not pass DSR 021 went on to pass DSR 022

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Fresh Start Assessment - Fall 1990 Cohort versus Summer 1993 Cohort

Note 1 Some students who did not pass DSR 021 went on to take and pass DSR 022

Cohort 1 *n=233* **Fall 1990 to Spring 1991**

2 *n=68* **Summer 1993 to Spring 1994 (Fresh Start Program)**

Developmental Studies Completion Rates and Year and Quarter

			Completion		Year and Quarter of Completion						
		N	n	%N	F90	W91	Sp91	Su93	F93	W94	Sp94
DSR*	1	142	80	56.3	56	15	9				
	2	50	31	62.0				21	5	4	1
DSE	1	181	93	51.4	62	24	7				
	2	58	33	56.9				12	13	6	2
DSM	1	217	92	42.4	49	28	15				
	2	66	30	45.5				12	10	6	2
DSM 010	1	109	28	25.7	0	16	12				
	2	39	10	25.6				0	5	4	1
DSM 011	1	108	64	59.3	49	12	3				
	2	27	20	74.1				12	5	2	1

DSR - Includes students who have passed one or the other of the DSR courses (DSR 021, DSR 022)

Completion - Number of students completing DS area within the study period

F-Fall, W-Winter, Sp-Spring, Su-Summer

Two of the 93 students who completed DSE during the 1990-91 academic year did so at another college.

Fresh Start Assessment - Fall 1990 Cohort versus Summer 1993 Cohort

Cohort	1	*n=233*	Fall 1990 to Spring 1991
	2	*n=68*	Summer 1993 to Spring 1994 (Fresh Start Program)

College Preparatory Curriculum (CPC): Completion Rates and Year and Quarter

	CPC Codes					Completion		Year and Quarter of Completion						
CPC	R	S	E	N	T	n	%R	F90	W91	Sp91	Su93	F93	W94	Sp94
1 English	10	186	37			2	20.0	1	1	0				
For Lang	141	53	37	2		8	5.7	2	3	3				
Math	155	40	37		1	58	37.4	32	18	8				
Science	145	51	37			20	13.8	3	8	9				
Soc Sci	58	138	37			11	19.0	7	4	0				
2 English	12	48	8			3	25.0				3	0	0	0
For Lang	39	20	8	1		3	7.7				1	0	2	0
Math	44	16	8			16	36.4				3	7	4	2
Science	43	17	8			4	9.3				0	0	2	2
Soc Sci	20	40	8			3	15.0				2	1	0	0

Completion Rates = Number of Completions/Students with 'R' Code

CPC Codes R-required in college, S-satisfied in HS, E-exempt from CPC, N-,not applicable (non-degree, certificate, career associate, non-undergraduate), T-Satisfied deficiency at a different institution